

Dream Justice

He couldn't go home
Because he was
Afraid
To go
Because he had lost;

their last quarter in the milk machine/
Now they were milk-less;
That's why he was afraid.

Lost:
vicinity: 125th/Broadway
on Saturday evening
One platinum 2 1/2 carat
emerald diamond,
to which was attached
a strawberry brooch
containing 25 white pearls,
6 rubies, 33 banana shaped emeralds,
and skaaty-eight round diamonds.

REWARD

Hey Otis baby,
You'd never guess what
I found in our gutbucket.

Jimmie N. Brown

Blacks at Middlebury

Jimmie N. Brown is a 1969 graduate of Middlebury College, currently enrolled at the University of California (Berkeley) Law School. He was an English Major and is a native of Hartford, Connecticut.

AN OPEN LETTER TO BLACK HIGH SCHOOL STUDENTS

In the next few months you will be making one of the most important decisions of your life. A considerable number of factors will have to be weighed if you are to choose the college or university which will be right for you.

The civil rights movement of the late '50's and early '60's initiated the drive to attract black students to "white" colleges and universities. The drive was accelerated by the assassination of Martin Luther King in the spring of 1968. The intense competition for black students among the prestigious New England liberal arts colleges immediately stimulated campaigns, on the part of these colleges, to make their institutions attractive to black students. As you review other colleges, from Amherst to Wesleyan, you will find the various colleges all emphasize some special characteristic or attraction which will guarantee your enchantment: black studies programs; separate dormitories; relatively large numbers of black students or black faculty members. Most of these features have been publicized through special pamphlets similar to this one.

Every college stresses what is considered to be their strong point. Middlebury's emphasis must be on size and location and the importance of these two ingredients to education. Middlebury is small enough to facilitate communication and understanding. In addition, the college's location gives the black student an opportunity to learn and to review his individual and community responsibility with a certain degree of perspective.

Today's black high school student must be perceptive enough to appraise intelligently all the claims put forward by the "white" colleges and universities. You may or may not be suited for a particular college; however, make an intelligent decision based on all the information you can compile. Visits, interviews, correspondence,—all are methods to help you make a decision. This pamphlet is meant as a brief introduction to Middlebury College. I hope it will help you to formulate the questions you must pose in order to make an intelligent decision.

Arnold McKinney

Assistant to the Dean of the College



SUMMER ORIENTATION

The most difficult problem for the black student at a "white" college is the adjustment to the social environment of the institution while maintaining the vigorous academic pace necessary for survival and achievement. Middlebury has responded to this problem by instituting a three week summer orientation program for in-coming black freshmen.

The goals of the program are to acquaint the freshmen with the rigors of the Middlebury academic program and to enable the students to develop a sense of community among themselves based upon the positive values and assets they have to offer the College community. Several mini-courses are presented to the participants. The mini-courses are similar to the courses offered during the regular school session. The students are expected to attend classes, write papers, and to perform to the limit of their ability. At the same time, the staff and the students formulate and participate in social and non-academic events similar to the events of the typical school year.

A. M.

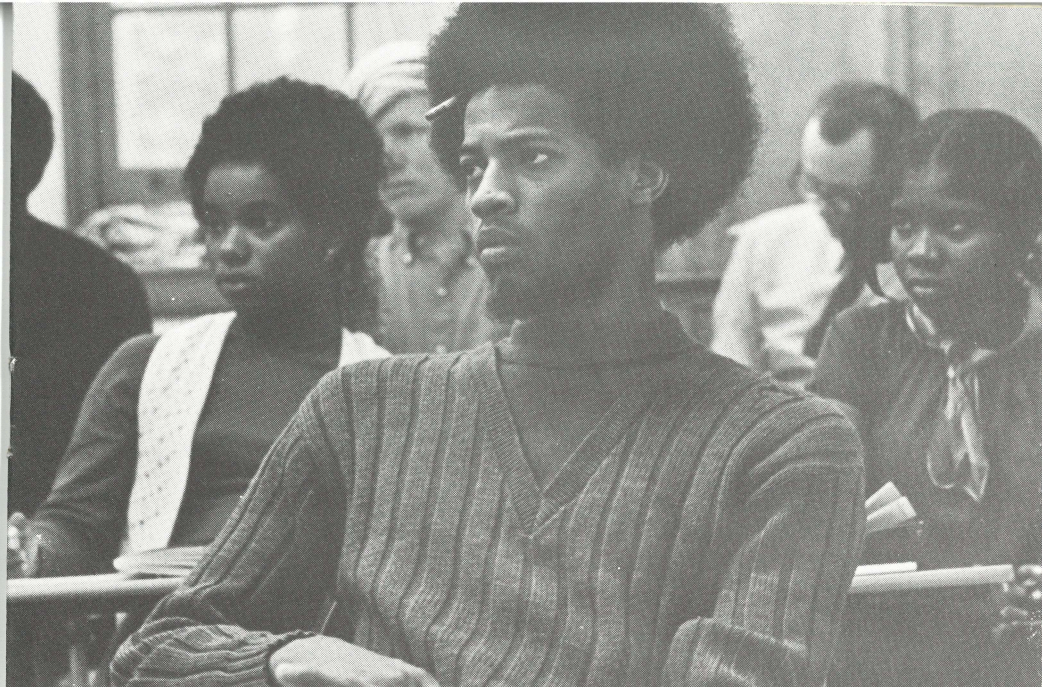
SUMMER ORIENTATION: A REACTION

For three weeks at the end of the summer, the black students of Middlebury's class of '74 participated in an orientation and evaluation program, the express purpose of which was to acquaint us with the general academic demands of the school and for the school to become acquainted with its newest and as yet most dynamic group of black students.

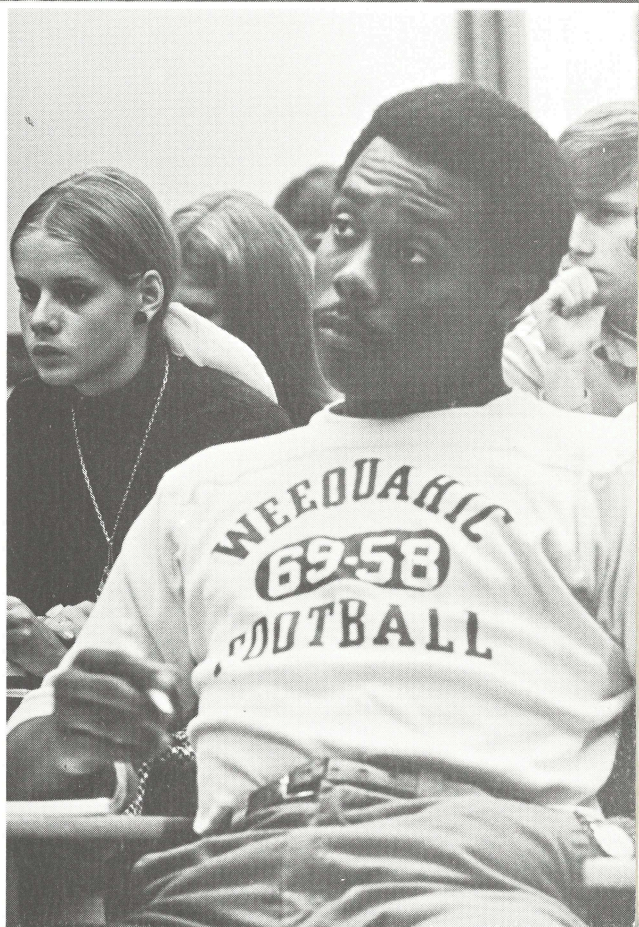
I felt as if privileged to be here for those three weeks for a few reasons: first, we were afforded the rare opportunity to be taught four excellent courses by Arnold and two of the Deans; second, by the time of the arrival of the other freshmen, we were at a distinct advantage, having already been acquainted with the basics of life at this college; third, the very existence of such a program indicated that the school was interested in becoming acquainted with us.

The purpose of the orientation was not only to familiarize us with Middlebury, but with each other and the adjustments that life here requires. Those three weeks established among us, as the black freshmen, a unity that will hopefully last not only as long as we are freshmen, but through all our years at Middlebury.

Mary-Louise Romney '74



*Mulder
Rene*



*Jim
Williams*

Y.O.U.

In the Spring of 1968 a group of Middlebury College students met together to discuss the method by which they could form a constructive response to the assassination of Martin Luther King. Camp Y.O.U. (Youth Opportunity Unlimited) was the final result of many meetings, bull sessions, and arguments concerning the contribution that the College might offer to help improve the plight of the black community.

The camp was formulated and initiated by Middlebury students: students raised the majority of the twelve thousand dollar operating budget and they served as counselors, teachers, and cooks during the program. The students were assisted by an Assistant Dean of Students and a recent black graduate.

Camp Y.O.U. is a combination academic-recreation program. The campers are eleven and twelve-year olds from the Hill section of New Haven, Connecticut. The boys and girls spend six weeks on the College campus during which time they participate in classes in drama, speech, and art. Recreational activities range from swimming in a nearby lake to milking cows at the local dairy farm.

The summer of 1970 witnessed the third year of operation for Y.O.U. With a little luck and a lot of hard work (and some money), Y.O.U. will become a permanent feature of Middlebury College.

Arnold McKinney

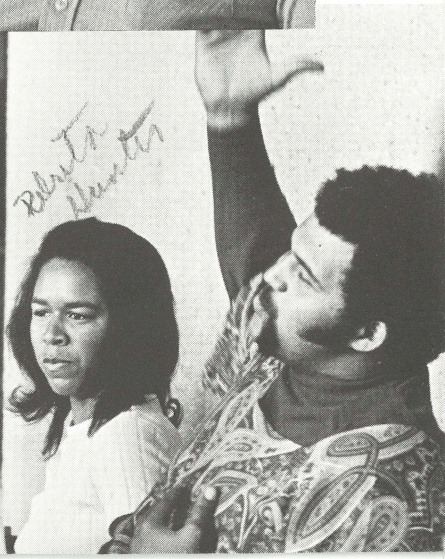
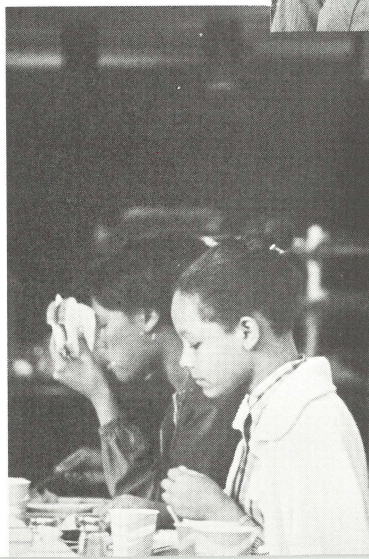
IMAGES

I was walking on the deck of the Louisiana Steamboat and all of a sudden the Statue of Liberty was standing on the Tower of Pisa holding a pizza in one hand and a hot dog in the other and over his head it said, "By joe's Pizza." I went on land and I was in Germany and the Krouts were shooting up all races. I got back on the boat and I missed the California Turnpike and turned off west of Florida, then turned onto Nigeria Bullivard and ended up on the North Pole and Santa Claus and I had a spot of tea. Then I went to see Rudolph and his family. I ran to London in five seconds flat and had a drink with Queen Elizabeth. When I got back to Paris I had a French dinner and ended up back on the Louisiana boat.

*—David Thomas, Age 11
Y.O.U. Camper 1970*



Carolyn
Lester
'72



Robert
Lester

Middlebury's new Interdepartmental course, Twentieth Century Man, is an attempt to aid a selective number of freshman students who through their educational experience have indicated a need for intensive academic assistance.

It is structured in such a way that students needing to strengthen specific skills, concentrate on these skills with course instructors and upperclassmen. The course has a flexibility which enables students not already registered to enroll after the first semester if they have encountered particular academic difficulties.

The content of the course is designed to familiarize the student with three major disciplines; Literature, Social Science, and Natural Science. Through the study of these disciplines, the students acquire the confidence & skills to clearly express ideas and concepts.

James Carey, Jr.

Assistant Dean of Students.

2-1-1: AREACTION

In 20th Century Man, we study man as he copes with emotional political and scientific problems. I find one good point of the class to be the discussions that stem from the lectures and reading material. I feel free to express myself in discussions because there is an air of informality even though this is a lecture course. Another point that I should say is more beneficial than good is the number of papers we have to write. This has helped me a great deal to develop better writing skills. The room for creativity in the topics we are given take the boredom out of writing. The best point of the class, however, is the opportunity I have to be with so many of my brothers and sisters at the same time. It gives me a great sense of ease and security to walk into a room full of people with whom I can identify.

Mildred Reese '74

WHAT DOES MIDDLEBURY HAVE TO OFFER?

The following is a direct excerpt from a letter requesting readmission to Middlebury College written by a black member of the sophomore class who was dismissed from college for academic reasons:

"While at home, I have had the opportunity to visit nine colleges, all on a social basis, but during active academic progression. After witnessing and experiencing the various and varied aspects of academic life offered at each institution, I made up my mind—even from the superficial level from which I chanced to judge them—that they were not for me or to the best of my advantage. Each school has a kaleidoscope of rules, regulations, philosophies, and ideologies mixed with varying degrees of Liberalism and racial conflict, all which make up the social and academic atmosphere of each individual school. I suppose, one would have to adopt to the circumstances of a given school in order to survive; but if one were to choose a school where little adaption would be necessary, survival would result more readily. And Middlebury is to me as snow is to Middlebury. None of the aforesaid Institutions can equal Middlebury's socio-educational environment (as far as relevancies pertinent to myself). Middlebury's eclecticism has eclipsed other Institutions long before I came along and most likely will for some time to come. I would like to have a share of what Middlebury has to offer."

A BRIEF LOOK AT MIDDLEBURY

Middlebury is located in central Vermont 3 1/2 hours from Hartford and Boston, 5 hours from New York and 6 1/2 hours from Philadelphia. The nearest big city is Montreal, Quebec, 2 hours to the north.

The College has over 40 buildings located on a 250 acre campus on the edge of the village of Middlebury, a community of 3,000 people.

There are 24 different academic departments ranging from the Arts to the Sciences. The school confers the Bachelor of Arts degree in addition to advanced degrees for the small number of graduate students. The academic year includes a four course Fall term, a one course five week Winter term and a four course Spring term.

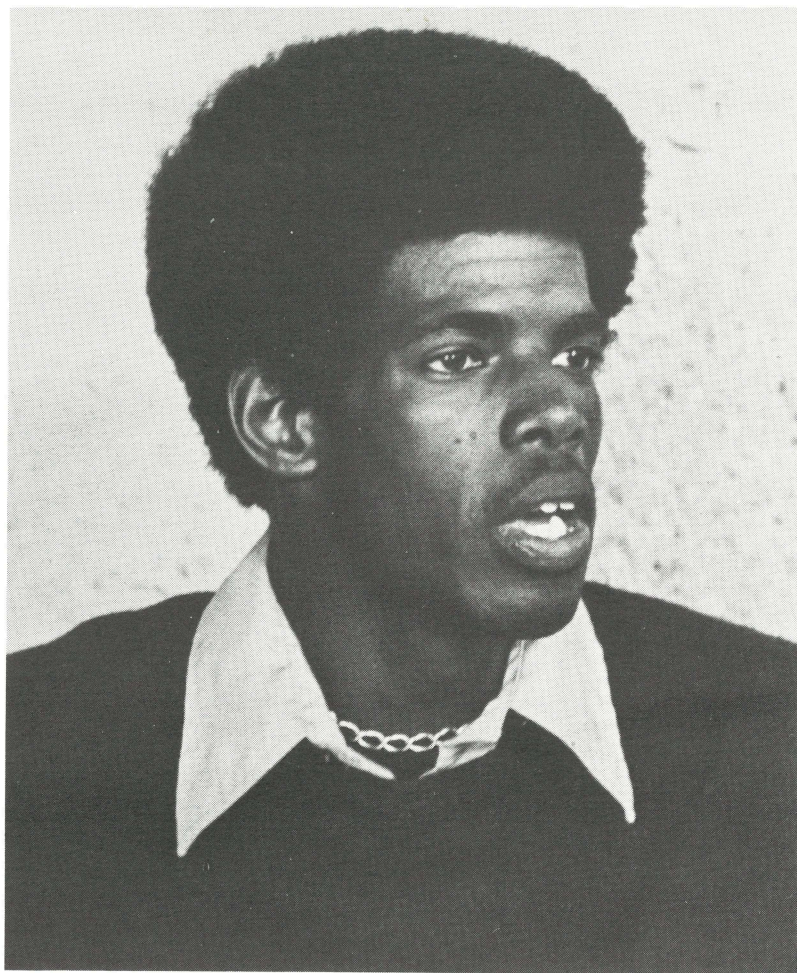
There are approximately 1630 students, predominantly from the northeastern states of New York, Massachusetts, Connecticut, and New Jersey. But 47 states and 26 Foreign countries, including six African nations are represented by the student body.

Financial aid is distributed solely on the basis of individual need. A special fund for disadvantaged black students has been appropriated.

There is not a black studies program in the current Middlebury curriculum. A considerable amount of material relevant to the general field of Afro-American studies and the study of blacks in the United States is included in the curriculum.

Freshman living accommodations are pre-arranged by the Dean's office. In the past, black freshmen have had the opportunity to choose a black roommate if so desired. All upper-classmen have the freedom to choose their roommate.

Four years ago 4 black students accepted admission in the Freshman class. Last year the Freshman class included 18 blacks. We hope the number of students will continue to rise.



Milton Randall 170

*For an interview or
additional information, write:
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1970-1971 Academic Year*



Photographs by Paul A. Witteman

